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# Special competencies for inclusive education



TEACHER EDUCATION FOR INCLUSION Country Study Visit Eger, Hungary 11th May – 13th May

# Historical background of inclusive education in Hungary

## First institutions for handicapped children



- 1802. Vác, Institute for Deaf Children.
- 1825. Pozsony, Institute for Blind Children
- 1875. Budapest, Institute for Mentally Retarded Children
- 1891. Arad, Institute for Children with Speech Problems
- 1903. Budapest, Institute for Physically Handicapped children
- 1920. Budapest, Institute for Children with Hearning Impairments
- 1928. Budapest, Institute for Children with Visual Impairments



## Development of legislation for inclusive education in Hungary

- 1868. First law of public elementary education: ..."handicapped chidren would be exempted or expelled from school"
- 1921. Law of compulsory education: Separate regulation about how expelled students could meet school obligations.
- Starting points of integrative education in Hungary:
  - 1981: the first scientific **research** of integration
  - 1993: Law of public education: the first law that
    allows of integrative education



## Statistical data of 2006/2007, from kindergarten to secondary school

SEN (Special Educational	number	%
Needs) cathegory		
Behaviour disorders	4325	93,4
Learning disorders	25235	95.0
Physically handicapped	604	72.9
Visually impaired	244	55.3
Hearing impairment	561	68.3
Autism	175	20.5
Mild mental retardation	12774	31.7
Moderate mental retard.	1707	12.2

Source: Csányi et al. (eds.): Inkúziós tanterv és útmutató, 2009.

# Education of experts

#### Training in special education:

- Independent educational institution: Teachers Training College of Special Education: 1900-1999.
- ELTE (Eötvös Loránd University) Faculty of Special Education from 1999.
- BA and MA level
- Teacher of inclusive education:
  MA level education from 2009.

#### BA in special education

- Duration of training: 7+1 semesters
- Training institutions:
  - ELTE (Eötvös Loránd University)
  - Kaposvár University, Faculty of Education
  - University of West Hungary, Apáczai Csere János Faculty
  - University of Szeged, Gyula Juhász Faculty of Education
- Eligible fields of studies:
  - education of the hearing impaired (surdopedagogy),
  - education of the visually impaired, (tiflopedagogy)
  - speech therapy,
  - psychopedagogy,
  - somatopedagogy,
  - education of the intellectually challenged, (mild mental retardation)
  - education of children and adults with learning difficulties

## Master's degree in "teacher of inclusive education"

- As a Master-degree, optional as a minor only
- Length of education: after Bachelor's degree, 2 and a half years (5 semesters), 40 credits
- Aim of education: to educate teachers who in possession of theoretical, methodological and practical knowledge are willing and able to teach children with special educational needs inclusively, providing differenciated goup work within the confines of majority, and to cooperate with helping professionals and parents.

The program allows to follow studies in doctoral education.

## Special competencies, professional knowledge:

- Theory and practice of inclusive education, theories, ideas, educational policies and practical solutions in connection with and influencing inclusion. Segregation, integration, inclusion. Interdisciplinary, multi-professional approaches to different levels of institutional/school inclusion.
- Education of pupils with special educational needs (SEN children and children with social inadaptation) within the confines of majority.
   Acceptance and carry of individual, social, ethnic, national and cultural differences in line with the aspect of multicultural and intercultural education.

- National and international results, concepts, school models, laws and decrees governing education. Excluding tendencies of society and institutions/schools.
- System of special services and educational services helping inclusion, possibilities for cooperation with special teachers, professional competencies and boundaries.
- Competence-development in the field of communication, conflict management, attitude forming, group building and cooperation, that can help inclusion.

## Special methodological knowledge

- Acquiring special methodological knowledge required for helping inclusion of children with special educational needs and behaviour disorders in schools.
- In the practical scenes of public education: deepening methodological knowledge, precise cognition of practical relations of methodology in respect to possessed methodological knowledge.

#### The role of the special teacher in the process of inclusion

- a) helps to interpret the pedagigical diagnosis
- b) makes a proposal for the development of the necessary environment appropriate for the type of impairment, and individual needs of the pupil (where to sit in the classroom, needed lighting, furniture and equipments to help moving etc.)
- c) helps to choose special aids necessary for learning, gives an information of supply possibilities;
- d) makes a proposal for using special educational methodology or combination of methods;
- e) monitors the advace of pupils, takes part in assessment of partial results and makes a proposal for changing methods in respect to individual developmental needs;
- f) cooperates with teachers of the majority, takes experience and suggestions of teachers dealing with the certain student into consideration;
- g) makes developmental therapies individually, on the base of an individual developmental plan within the frames of rehabilitation lessons

## Tasks of the teachers of majority for the success of integration

- a) Takes the modifications of subject contents (or curricula) according to the special needs of SEN children into account;
- b) If needed, makes a **plan for individual development**, and provides an individual progress, utilizes individual methods and techniques for the purpose of differentiated education;
- c) Integrates the proposals in the pedagogical diagnosis into class activities.
- d) Based on analysis of student achievement if needed changes his teaching process, methods and is able to use appropriate methods according to the students' needs.
- e) Actively seeks alternatives for coping with various learning and educational situations and problems;
- f) Adapts to different abilities and behaviours of students;
- g) Cooperates with different professionals, integrates the suggestions of the special teacher into the teaching process.



## Children with special educational needs, in the educational law in Hungary

- "Child or student with special needs: the child or student, who – according to the expert opinion of the expert and rehabilitation committee –
  - a) has a physical, sensory, mental, speech handicap, is autistic, in case of occurrence of more types of handicaps is cumulatively handicapped,
  - b) is permanently and seriously impeded in the teaching-lerning process due to disturbances of psychic development (e.g. children with dyslexia, dysgraphia, dyscalculia, mutism, hyperkinetic syndrome or activity disorder)."

## The place for diagnosis of special educational need

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- "Expert and rehabilitational committee examining learning abilities". (There is a committee in every county )
- Examination of sensory and kinetic handicap, just as speech handicap is going on in national committees.
- The process of examination and diagnosis is controlled by strict legal regulations
- In this institutions, fundamental and complementary examinations and control examinations take place, parents have the right of appeal for re-examination at every stage.
- There are diagnostical, psychological, special educational and social examinations.
  - Experts: Teacher for handicapped children, psychologist, pediatrician and/or children's neurologist, children's psychiatrist attend the child in team work. After establishing the diagnosis, they may suggest integrative or segregative development for the child. Follow-up is performed by means of control examinations.
- There are special designated institutions for the provision of these children, where they can obtain extra supplies.

## Extra supplies for students, and schools participating integration

- higher normative financing / student
- when organizing a group, they count as 2 or 3 persons
- rehabilitation lessons
- development in small groups or individually, outside school lessons
- providing professionals
- assessment and qualification regarding individual development
- exemption from subjects or parts of subjects
- giving preference to oral or written recitation
- providing therapeutic treatments and locations
- they can take the final exam in an other subject
- they can have recourse to certain devices in the lesson and in the final examination (e.g. lap-top, calculator etc.).

 For students studying integrated, professional developmental conditions should be provided, according to legal regulations.

 Appropriate conditions in schools are examined by the members of the expert committee.

### • Fulfilment of integrative education at schools

- On the base of expert's opinion, according to the number of contact hours determined in the Educational Act.
- In the case of a particular student, in the course of school studying (even during a school year), the form and frequency of rehabilitation classes can be modified according to professional reasons.

#### Individual developmental plan

#### Bases:

- Expert's opinion
- Diagnostical assessment
- Habilitation-rehabilitation curriculum

#### Aims:

- Habilitation, rehabilitation
- Help for the teachers of majority
- Conscious planning



#### Student's Portfolio



#### Student's Portfolio

#### **Contents**:

- Personal data
- Expert's opinion
- Diagnostical assessments
- Individual developmental plan
- Results of termclosing tests

- Assessment in words
- Works (pictures, paintings etc.)
- Lesson works
- Project-closing product

#### Participants of the system

- Inclusive teacher
- Special education teacher
- Developmental teacher
- Psychologist, medician, child protection professionals and other professionals to help the development of the child

Competencies of the participants, boundaries

How to decide who, where, how, how much?

Team work!!

## Thank you for your attention!

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